DOCUMENT RESUME

ED 243 151 CS 208 303

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TITLE High School Principals' and Newspaper Advisers' Evaluations of the Important Characteristics for Newspaper Advisers.
PUB DATE Aug 84
NOTE 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Analysis; Educational Research; *Faculty Advisers; *Journalism Education; Media Research; *Occupational Surveys; *Principals; *Role Perception; School Newspapers; Secondary Education; *Teacher Characteristics; Teacher Role

ABSTRACT

More than 200 high school principals and 175 school newspaper advisers responded to a survey that examined the similarities and differences in the two groups' evaluations of the important characteristics for newspaper advisers. The respondents supplied information concerning their schools and newspapers, their journalism training, and conflicts that had occurred between advisers and principals during the past year. In addition, they ranked personality characteristics and interpersonal communication skills on a specially prepared scale. Results indicated that (1) neither the adviser's nor principal's background in journalism affected his or her perception of the importance of advisers being certified in journalism; (2) advisers with journalism training were more likely to have conflicts with their publication staff members than those with no such training; (3) the more college journalism training an adviser had, the greater likelihood that he or she would have conflicts with the school administration; (4) in ranking training characteristics for advisers, principals ranked teaching certification and college grades as much more important than did the advisers, who gave higher rankings to skills they would actually use in advising a newspaper staff, and (5) in ranking personality traits, principals selected "supports school philosophy" and "understands community mores" as most important, while advisers chose "assertiveness" as most important. (FL)

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HIGH SCHOOL PRINCIPALS' AND NEWSPAPER ADVISERS' EVALUATIONS OF THE IMPORTANT CHARACTERISTICS FOR NEWSPAPER ADVISERS

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A paper submitted for presentation at the 1984 convention of the Secondary Education Division of the Association for Education in Journalism and Mass Communication, University of Florida, Gainesville, Florida. August 1984.

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Abstract

High School Principals' and Newspaper Advisers'
Evaluations of the Important Characteristics for Newspaper Advisers

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Newspaper advisers and high school principals of the 337 public and private high schools in Kentucky were sent questionnaires in 1982. Of the principals, 209 (62.3%) responded. Of the newspaper advisers, 176 (52.5%) responded.

Based on the results of the questionnaires, the following conclusions were obtained:

(1) The adviser's own background in journalism did not affect the importance that he/she placed on a newspaper adviser being certified in journalism.

(2) The principal's own background in journalism did not affect the importance that he/she placed on a newspaper adviser being certified in journalism.

(3) Advisers with college journalism training were more likely to have conflicts with their publication staff members than those advisers with no college journalism training.

(4) The more college journalism training an adviser had, the greater likelihood that he/she would have conflicts with the school administration.

(5) In evaluating 13 training characteristics of advisers, major differences existed between the principals' and advisers' ratings of six of the items: certified to teach journalism, certified to teach English, grades in college, editing skills, design skills, and personal writing ability.

(6) In evaluating 13 personality characteristics of advisers, major differences existed between the principals' and advisers' ratings of six items: supports school philosophy, understanding of community mores, organizational skills, ability to accept criticism, enthusiasm/high energy level, and assertiveness.

The results of the study have implications for those involved in teacher preparation programs, especially those in the area of English Education, for instructors in journalism training programs in colleges and universities, and for school administrators who are involved in hiring school personnel.

High School Principals' and Newspaper Advisers' Evaluations of the Important Characteristics for Newspaper Advisers

Articles in scholastic journalism and secondary school administration journals have discussed the qualities that are important for high school newspaper advisers and journalism teachers to have in order to be effective and to function successfully in a school. Most of these articles have been based on the personal experiences and opinions of the authors (Allnutt, 1975; Branscombe, 1979; Dodd & Lee, 1978; Johns, 1975; Kirwan, 1972; Sullivan, 1972) rather than on research.

Click (1977) and Henley (1975) conducted mail surveys of high school journalism teachers and publication advisers in an attempt to determine the qualities that they considered to be important for publication advisers. Soffin and Lehnert (1980) examined the issue of important advisers characteristics by conducting a mail survey of high school principals in Michigan. However, no study had attempted to compare the qualities that publication advisers considered important with those qualities that the high school principals considered to be important.

The study reported in this paper examined the similarities and differences of high school newspaper advisers and principals in their evaluations of the important characteristics for newspaper advisers. In addition, the study was to determine: the effect of a newspaper adviser's own background in journalism and the importance that he/she attached to newspaper advisers having a journalism background; the effect of the principal's own background in journalism and the importance that he/she attached to journalism training for newspaper advisers; the relationship between the adviser's journalism

background and the number of conflicts that he/she had with the administration; and the relationship between the adviser's journalism background and the number of conflicts that he/she had with the newspaper staff members.

Methodology

To obtain the information needed, a mail survey was conducted of the principals and newspaper advisers in the public and private high schools in Kentucky. A mailing list of the schools was obtained from the Kentucky High School Press Association. The list of 337 schools was not restricted to only those schools whose publications were members of the association. Schools with grades lower than the ninth grade were included on the mailing list only if they contained the high school grades. Junior high schools and middle schools were not included on the association's mailing list or in the survey.

Two questionnaires were developed, a five-page questionnaire for the principals and a six-page questionnaire for the advisers. The format and design of the questionnaires were suggested by studies of mail surveys (Christenson, 1975; Dillman, et. al., 1974) and by mail surveys used in the area of scholastic journalism (Click, 1977; Soffin & Lehnert, 1980).

The questionnaires asked the principals and advisers to: (1) provide demographic information about the school and the school newspaper; (2) provide information concerning their own training in journalism; (3) give the number and sources of conflicts that had occurred between the adviser and the administration during the last school year; (4) rank 13 personality characteristics and interpersonal communication skills on a scale of one to five, with one being low, based on their importance for newspaper advisers; and

(5) rank 13 training characteristics on a scale of one to five, with one being low score, based on their importance for newspaper advisers. Advisers were asked to give the number and sources of conflicts that occurred between them and their newspaper staff members during the last school year. The mailings of the questionnaires were conducted during the fall of 1982.

The 13 personality characteristics and the 13 training characteristics were developed based on a review of the literature in the area of scholastic journalism. The division of the characteristics into the two categories was suggested by the Soffin and Lehnert (1980) questionnaire, which divided their 21 criteria into four categories: competencies, personality, work experience, and academic background.

Items taken from the Soffin and Lehnert (1980) questionnaire were: certified to teach journalism, certified to teach English, master's degree in journalism or communications, grades in college, ability to teach writing, knowledge of press law, poise, and willingness to be newspaper adviser. Items modified from their questionnaire were: media experience, ability to work with students, ability to work with colleagues, and ability to work with administration. Items modified from the Click (1977) questionnaire were: photography skills, editing skills, design skills. Articles by Nolte (1978) and Allnutt (1975) suggested the items: supports school philosophy, cooperative, understanding of community mores. The article by Sullivan (1972) suggested personal writing ability, membership in scholastic journalism organizations, assertivenss, enthusiasm, and ability to work without close supervision.

The 13 training characteristics listed on the questionnaires were: certified to teach journalism, certified to teach English, master's degree

in journalism or communications, grades in college, ability to teach writing, media experience, knowledge of press law, photography skills, skills in handling publication finances, editing skills, design skills, personal writing ability, membership in scholastic journalism organizations.

The 13 personality characteristics listed on the questionnaires were: ability to work with students, ability to work with colleagues, ability to work with administration, supports school philosophy, poise, enthusiasm-high energy level, willingness to be newspaper adviser, organizational skills, ability to accept criticism, cooperative, assertiveness, ability to work without close supervision, understanding of community mores.

Analysis of data

One-way frequencies were calculated to provide demographic information concerning the advisers' and principals' background in journalism and teaching certification areas. In determining the advisers' and principals' ranking of the personality and training characteristics, t-tests were used.

In analyzing some of the data, the principals' and the advisers' journalism backgrounds were the independent variables. The principals were divided into two groups based on their background in journalism. The principals in Group One were those principals who indicated that they had no journalism background. Of those who responded to this question, 155 (80.3%) indicated that they had no background in journalism. Group Two were those principals who had some background in journalism. This background could be college coursework in journalism, college training in press law, or experience as a high school publication adviser. Only 38 principals (19.7%) had journalism experience.

The advisers were divided into four groups based on their college journalism training. Group One were those advisers who had not taken any college course-

work in journalism. Group Two advisers had taken from 1 to 20 semester hours of credit in college journalism courses. The advisers in Group Three had from 21-30 semester hours of credit in college journalism or had either minor or major certification in journalism. Advisers in Group Four had a master's degree in journalism or communications. Of the 97 advisers who indicated their journalism training, 33 (34%) were in Group One, 38 (39.2%) were in Group Two, 16 (16.5%) were in Group Three, and 10 (10.3%) were in Group Four.

When examining the importance that principals placed on an adviser having a background in journalism, t-tests were used in determining the effect of the principals' own background in journalism. A one-way analysis of variance was used to determine the relationship between the advisers' background in journalism and the importance that they placed on advisers being certified in journalism.

Since the entire population was included in this survey--all high schools in Kentucky--and not just a sample, the t and F scores derived from the statistical analyses were viewed as descriptive rather than inferential statistics. Although major differences between the means were reported, such differences were not reported in terms of levels of statistical significance.

Results and Discussion

Of the 337 principals who were sent questionnaires, 209 (62.3%) responded. A somewhat lower number of advisers, 176 of 337 (52.5%) responded. The difference in the response rate may have been due to two main factors. First, in some cases, the school did not have a newspaper. Consequently,

there was no newspaper adviser to complete the questionnaire. Second, the adviser's questionnaire was slightly longer than the principal's, which may have reduced the number of respondents.

Certification of high school principals and advisers

Based on the questionnaires, the certification areas of the principals and the advisers were determined. Of the 192 principals who indicated their area(s) of certification, 47 (24.5%) were certified in one subject, 62 (32.3%) were certified in two subjects, 53 (27.6%) in three subjects, and 27 (14.1%) were certified in four or more areas. Of the respondents, 62 (32.3%) were certified in physical education, 43 (22.4%) in health, 39 (20.3%) in math, 39 (20.3%) in history, 37 (19.3%) in social studies, 36 (18.8%) in English, 32 (16.7%) in biology, 24 (12.5%) in sicence, and 23 (12.0%) in business education. (See Figure 1.) None of the 26 other subject areas listed had more than five percent of the total group.

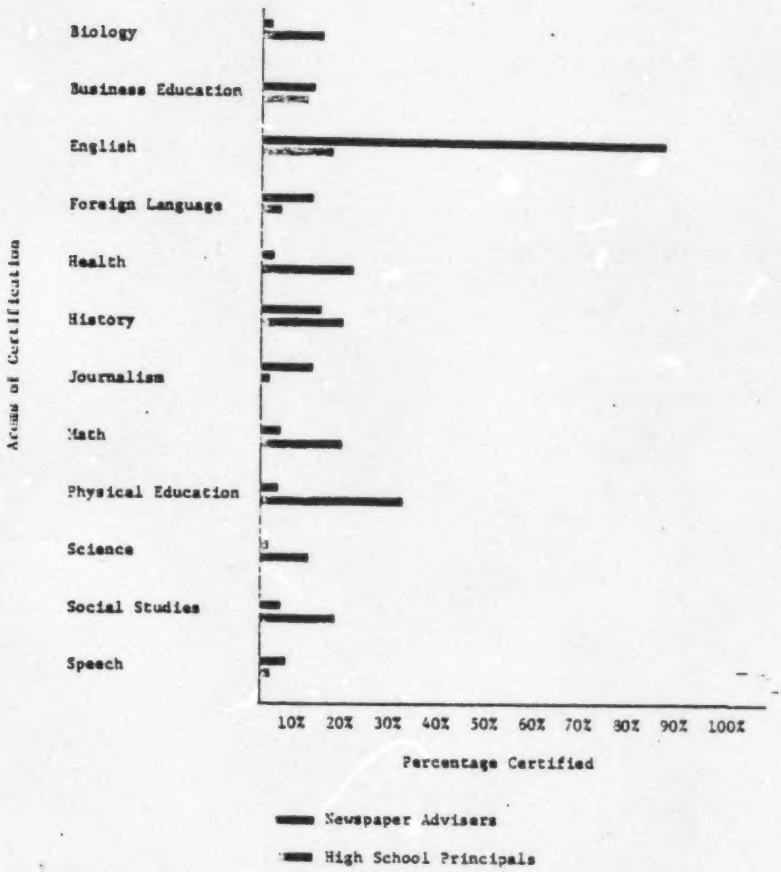
English was the subject that newspaper advisers most frequently were certified to teach. Of the 147 advisers who indicated their area(s) of certification, 128 (87.1%) were certified in English, 23 (15.6%) in history, 20 (13.6%) in journalism, 20 (13.6%) in foreign language, 19 (12.9%) in buesiness education, 10 (6.8%) in speech, 5 (5.4%) in drama, and 5 (5.4%) in physical education. (See Figure 1.) Advisers were certified in 24 other subject areas, but none of those areas represented more than five percent of the total group.

Principals' and advisers' background in journalism and the importance of journalism certification

The importance of journalism certification for newspaper advisers was examined in terms of the principals' and the advisers' own background in

Figure 1

Subject Certification of Kentucky High School Newspaper Advisers and Principals Based on Respondents*



*Areas in which at least 5% of one group are certified

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journalism. Both the advisers and the principals were asked to rank the importance of journalism certification on a scale of one to five, with one being the low score.

To determine the importance that the advisers placed on certification in journalism in relation to their own background in journalism, the advisers were divided into four groups, as mentioned previously, based on their journalism training. The mean rankings of the four groups were: Group One, the group with no training in journalism = 3.84, Group Two = 3.61, Group Three = 4.20, and Group Four = 4.10. Those advisers with 21 to 30 semester hours of college journalism training or minor or major certification in journalism, those in Group Three, considered certification to be most important. Those with a master's degree in journalism or communications, Group Four, were second in their ranking of the importance of certification. Those advisers with no college training in journalism were third in their ranking of the importance. Advisers in Group Two, those advisers with from 1 to 20 semester hours of journalism, ranked the importance of certification in journalism with the lowest mean of the four groups.

A one-way analysis of variance was used to standardize the difference between the means of the four groups. The ANOVA indicated no major difference between the means of the four groups of advisers (See Table 1.) The fact that advisers, regardless of their own background in college journalism, were not notably different in their evaluation of the importance of certification in journalism for newspaper advisers could have been due to one of two factors. First, those who had taken college courses in journalism did not find the information provided in such courses to be applicable to advising a high school newspaper. Second, those advisers who had not taken

Table 1

Means and Analysis of Variance Comparing Advisers' Background in Journalism on Selected Measures

Dependent Variables	$\bar{X}$ Advisers with no college Journalism (Stan. Dev.) [N]	$\bar{X}$ Advisers with 1-20 sem. hrs. of college Journalism (Stan. Dev.) [N]	$\bar{X}$ Advisers with 21-30 sem. hrs. of college Journalism, minor or major cert. (Stan. Dev.) [N]	$\bar{X}$ Advisers with Master's degree in Journalism or Communications (Stan. Dev.) [N]	Degrees of Freedom	F (Mean Square Error)
Importance of Certification in Journalism	3.84 (1.08) [32]	3.61 (0.80) [36]	4.20 (1.08) [15]	4.10 (0.88) [10]	3,89	1.63 (0.92)
Job Satisfaction as Newspaper Adviser	3.2 (1.3) [30]	4.12 (0.55) [33]	4.07 (1.03) [15]	3.18 (0.92) [10]	3,84	5.24* (0.96)
Importance of Knowledge of Press Law	3.69 (0.93) [32]	3.67 (0.99) [36]	3.88 (0.96) [16]	4.50 (0.71) [10]	3,90	2.29* (0.88)
Importance of Providing Instruction in Press Law	4.22 (0.87) [32]	4.16 (0.93) [37]	4.06 (0.85) [16]	4.60 (0.52) [10]	3,91	0.87 (0.75)
Importance of Producing Newspaper that Presents only a Positive Image of School	3.36 (0.82) [33]	3.11 (0.98) [36]	3.13 (0.96) [16]	2.20 (0.82) [10]	3,91	1.45 (0.82)

*Indicates a major difference between means

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college course in journalism may not have felt handicapped due to their lack of formal journalism training. As one adviser who responded to the survey wrote: "I haven't taken many [courses in journalism], but I've done a lot of reading on my own."

Principals were divided into two groups. Group One were those principals with no background or training in journalism, and Group Two were those principals who had some training or experience in journalism. The group means were compared in their responses to ranking the importance of journalism certification. The mean of Group One was 4.01, and the mean of Group Two was 4.14. A t-test was used to standardize the metric of the two groups' means. (See Table 2.) Although the principals with a background in

Table 2

T Test of Principals' Ranking of Importance of Journalism Certification Based on Principals' Background in Journalism

Dependent Variable	$\bar{X}$ Principals with no journalism background (Stand. Dev.) [N]	$\bar{X}$ Principals with journalism background (Stand. Dev.) [N]	Mean Difference	T Value
Importance of Certification in Journalism	4.01 (1.07) [134]	4.14 (1.00) [37]	-0.13	0.63

journalism rated certification in journalism as more important than did the principals without a background in journalism, the difference between the means of the two groups was not notable (T value = 0.63).

Adviser's journalism training and number of conflicts with newspaper staff

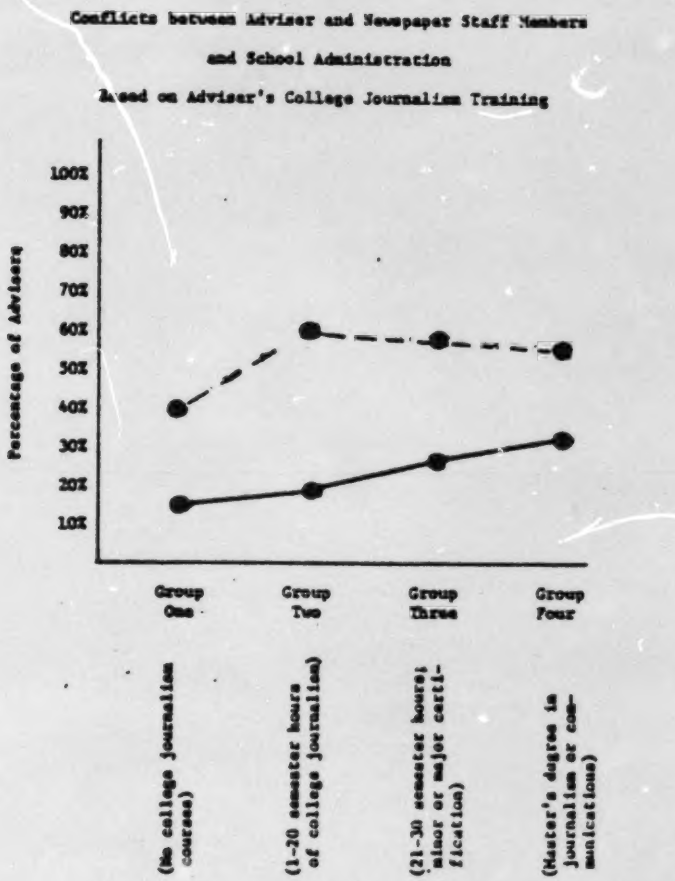
The advisers were asked to list the number of conflicts that they had had with members of the newspaper staff during the 1980-1981 school year and from the beginning of the 1981-1982 school year until the time the questionnaire

was completed, a time period of approximately 11 school months. The advisers also were asked to indicate the source(s) of these conflicts. The intent had been to compare the mean number of conflicts across the four groups of advisers. However, exact comparisons between groups could not be made as some advisers did not provide number counts but wrote in "numerous," "too many to count," "no more than in any other class."

Using the responses of advisers who did indicate a specific number of conflicts, group means were computed. Advisers in Group One had a mean of .83 conflicts. Advisers in Group Two had a mean of 1.13 conflicts. Advisers in Group Three had a mean of 1.90 conflicts. Advisers in Group Four had a group mean of 1.0 conflicts. The means of the four groups indicated that there were very few conflicts between the adviser and members of the newspaper staff. However, a difference did exist when the four groups were compared based on the percentage of the advisers in each group that did have conflicts. Of the advisers in Group Two, 21 of 36 (58.3%) reported having at least one conflict. Of Group Three's advisers, 9 of 16 (56.2%) indicated that they had had at least one conflict. In Group One, 13 of the 32 (40.6%) advisers indicated that they had had at least one conflict. And 5 of 9 (55.6%) advisers in Group Four had had at least one conflict. As a group, advisers who had no college training in journalism had fewer conflicts with members of their newspaper staffs than those advisers with journalism training. (See Figure 2.) These results may have been because advisers with college training in journalism were more knowledgeable in journalistic principles and newspaper practices and challenged the students on their selection of topics and/or their writing styles.

Based on those who did indicate the cause of conflict, conflicts were due

Figure 2



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to one of three reasons: (1) students not meeting publication deadlines, (2) students not taking adequate responsibility in the publication's financial situation (e.g., not selling ads), or (3) students including material in the publication that the adviser considered inappropriate.

Adviser's journalism training and number of conflicts with school administration

Advisers were asked to indicate the number of conflicts that they had had with the school administration during the 1980-1981 school year and from the beginning of the 1981-1982 school year until the time that the questionnaire was completed. The advisers also were asked to indicate the cause of each conflict.

A mean number of conflicts was calculated for each of the four groups of advisers. However, just as in determining the mean number of conflicts with the newspaper staff, exact calculation was not possible as some advisers did not give a count but instead wrote in "many," "more than ever," or "several." Using the numbers that were provided: Group One had a mean of .15 conflicts, Group Two had a mean of .33 conflicts, Group Three had a mean of .40 conflicts, and Group Four had a mean of .90 conflicts. Although as a group, each group of advisers had less than one conflict during the designated time period, differences did exist between groups when comparing the percentage of advisers in each group who reported having conflicts with the administration.

Of the advisers in Group One, 5 of 33 (15.0%) indicated that they had had conflicts with the school administration. In Group Two, 7 of 36 (19.4%) had had conflicts. Of the Group Three advisers, 4 of 16 (25.0%) reported having conflicts. In Group Four, 3 of 10 (30%) had had conflicts. As the level of the adviser's journalism training increased, so did the likelihood that he/she had had at least one conflict with the school administration. (See Figure 2.)

Based on the responses of those advisers who indicated the cause of conflicts, there were three main sources of conflict: (1) the financial situation of the publication, (2) the organization of staff as determined by the school administration (i.e., not restricting enrollment in the class to students screened by the adviser), and (3) the principal's displeasure over material that was printed in the newspaper.

The fact that the more training an adviser had, the more conflicts that he/she had with the administration may be because advisers who had journalism training could have been more confident about addressing controversial issues. Also, trained advisers might have had more conflicts as they challenged the decisions of their administrators, who, in most cases, had no background in journalism.

Ranking of training characteristics of newspaper advisers

Advisers and principals were asked to rate the importance of 13 characteristics related to training. Each item was to be ranked on a scale of one to five, with one being the low score. T-tests were used to determine if the differences between the means of each group were major or not. Based on the t-tests of all advisers and all principals, the adviser mean scores were notably higher on three characteristics: editing skills (T value = 4.23), design skills (T value = 3.24), and personal writing ability (T value = 2.55). On three other items, the principals' mean scores were notably higher than the advisers' ratings: certified to teach journalism (T value = -2.39), certified to teach English (T value = -2.44), and grades in college (T value = -4.25). On the remaining seven items, the differences between the means were not considered to be major. (See Table 3.)

Table 3

Means and T Tests Comparing All Principals and All Advisers on Characteristics Related to Training

Characteristic	$\bar{X}$ Principals (Standard Deviation)	$\bar{X}$ Advisers (Standard Deviation)	T Value
Certified to teach journalism	4.02 (1.03) [N = 164]	3.37 (1.06) [N = 142]	-2.39*
Certified to teach English	4.28 (0.88) [N = 163]	4.03 (0.93) [N = 141]	-2.44*
Master's degree in journalism or communications	2.65 (0.94) [N = 158]	2.52 (1.06) [N = 141]	-1.16
Grades in college	3.27 (0.85) [N = 163]	2.84 (0.93) [N = 141]	-4.25*
Ability to teach writing	4.51 (0.70) [N = 166]	4.58 (0.68) [N = 144]	0.90
Media experience	3.45 (0.86) [N = 165]	3.39 (1.00) [N = 145]	-0.56
Knowledge of press law	3.51 (1.01) [N = 166]	3.74 (0.97) [N = 144]	2.09
Photography skills	3.27 (0.99) [N = 165]	3.39 (1.03) [N = 144]	1.06
Skills in handling publication finances	3.92 (0.86) [N = 166]	4.00 (0.81) [N = 142]	0.75
Editing skills	4.35 (0.69) [N = 167]	4.65 (0.52) [N = 144]	4.23*
Design skills	3.90 (0.75) [N = 162]	4.18 (0.79) [N = 143]	3.24*
Personal writing ability	4.01 (0.84) [N = 165]	4.24 (0.74) [N = 143]	2.55*
Membership in scholastic journalism organizations	2.63 (1.02) [N = 161]	2.87 (1.15) [N = 144]	1.88

*Indicates a major difference between means

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The three characteristics ranked notably higher by the principals were all three easily measured factors and factors that may be of more importance to principals due to accrediting agencies. The three characteristics ranked more highly by the advisers all directly related to the advising of the school newspaper.

Ranking of personality characteristics for newspaper advisers

The advisers and principals then ranked the importance of 13 personality characteristics, using the one to five scale for each item. In order to determine if the differences between the mean ratings of groups were major, t-tests were used to compare the means. (See Table 4.) Based on the t-tests of principals and advisers, it was determined that the principals had given notably higher rankings to two personality characteristics: supports school philosophy (T value = -4.41) and understanding of community mores (T value = -2.37). The advisers had notably higher means on four of the personality characteristics: enthusiasm-high energy level (T value = 2.98), organizational skills (T value = 4.21), ability to accept criticism (T value = 4.94), and assertiveness (T value = 5.27). On the other seven items, there was some difference between the mean scores of the two groups; however, the t-tests indicated that these differences were not major.

The differences between the two groups reflected a difference in the principals' and advisers' perceptions of what a successful adviser should do. The principal indicated that the adviser should support the school philosophy and understand community mores. This could be interpreted to mean that principals want advisers who will produce a newspaper that will not be considered controversial by the community and that will present a positive image of the school. On the other hand, advisers ranked notably higher personality characteristics that show the need for advisers to be able

Table 4

Means and T Tests Comparing All Principals and All Advisers on Characteristics Related to Personality Items

Characteristic	$\bar{X}$ Principals (Standard Deviation)	$\bar{X}$ Advisers (Standard Deviation)	T Value
Ability to work with students	4.93 (0.26) [N = 162]	4.97 (0.16) [N = 145]	1.38
Ability to work with colleagues	4.51 (0.62) [N = 162]	4.38 (0.72) [N = 148]	-1.75
Ability to work with administration	4.61 (0.57) [N = 163]	4.52 (0.67) [N = 147]	-1.29
Supports school philosophy	4.50 (0.67) [N = 163]	4.12 (0.83) [N = 147]	-4.41*
Poise	3.94 (0.72) [N = 161]	3.88 (0.93) [N = 147]	-0.56
Enthusiasm, high energy level	4.49 (0.60) [N = 163]	4.69 (0.57) [N = 148]	2.98*
Willingness to be newspaper adviser	4.80 (0.43) [N = 163]	4.76 (0.49) [N = 148]	-0.90
Organizational skills	4.40 (0.57) [N = 163]	4.67 (0.51) [N = 147]	4.21*
Ability to accept criticism	4.13 (0.73) [N = 163]	4.52 (0.64) [N = 147]	4.94*
Cooperative	4.58 (0.59) [N = 163]	4.61 (0.63) [N = 148]	0.45
Assertive	3.96 (0.73) [N = 162]	4.39 (0.70) [N = 145]	5.27*
Ability to work without close supervision	4.50 (0.66) [N = 163]	4.55 (0.67) [N = 145]	0.72
Understanding of community mores	4.38 (0.81) [N = 163]	4.16 (0.80) [N = 147]	-2.37*

*Indicates a major difference between means

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to deal with confrontation situations by being able to accept criticism and by being willing to stand up for themselves and their students.

Conclusions

Importance of journalism certification for advisers

Advisers, regardless of their own background in college journalism, were not notably different in their evaluation of the importance of certification in journalism for newspaper advisers. This could have been due to the fact that those who had taken college courses in journalism did not find the information provided in such courses to be useful in advising high school newspapers. Also, those advisers who had not taken college journalism courses may not have felt hindered due to their lack of formal journalism training.

Regardless of their own background in journalism, principals were similar in their evaluation of the importance of certification in journalism for newspaper advisers. In ranking the importance of training characteristics, principals ranked the importance of certification in journalism notably higher than did the advisers. The greater emphasis placed on certification by the principals could have been because the principals were concerned about meeting the certification requirements of accrediting agencies. Also, the responses that the principals gave in discussing the importance of certification in journalism did not necessarily reflect their actual practices in hiring newspaper advisers.

Adviser conflicts with newspaper staffs

Based on the results of this study, advisers who had college journalism training were more likely to have conflicts with members of their newspaper

staffs than those advisers with no college journalism training. This may have been because advisers with college training in journalism were more knowledgeable in journalistic principles and newspaper practices and, therefore, challenged their students in terms of writing style and content of articles.

Adviser conflicts with school administration

The results of this study indicated that the more training an adviser had in journalism the more likely the adviser was to have conflicts with the school administration. Advisers who had journalism training could have been more confident in addressing controversial issues in the school publication. Trained advisers also might have had more conflicts as they challenged the decisions of their administrators, who in most cases had no background in journalism.

Several findings of the study indicated potential sources of conflict for advisers and school administrators. First, principals ranked "supports school philosophy" and "understanding of community mores" as more important than did the advisers. Based on the written remarks of the advisers, some principals challenged material that was to appear in the newspaper if it did not portray a positive image of the school. Conflicts could develop between the adviser and the principal concerning whether the paper should include stories that, even if accurate in their presentations, were in some way critical of the school. Second, the advisers ranked "assertive" as much more important than did the principals. This could be an indication that principals did not want advisers to challenge administrative decisions concerning the publication.

Important characteristics for newspaper advisers

In ranking training characteristics for newspaper advisers, principals

ranked teaching certification and college grades as much more important than did the newspaper advisers. This may indicate that principals are more confident in evaluating an individual's potential ability as a newspaper adviser based on tangible information that could be easily obtained from a candidate's transcript. The training skills that the advisers ranked as notably more important than did the principals indicated that the advisers considered most important those skills that an adviser would actually apply in advising a newspaper, i.e., editing skills and design skills. The importance that advisers gave to personal writing ability may be because they considered an adviser's personal writing ability to be important in helping students write or because they thought that an adviser's writing ability would give the adviser greater credibility with students on the staff.

Implications

The results of the study have implications for those involved in teacher preparation programs, for instructors in journalism training programs in colleges and universities, and for school administrators who are involved with hiring school personnel.

Teacher preparation programs

As 87.1% of the newspaper advisers in this study were certified in English, those teaching and advising in college and university English education programs should give consideration to the fact that students completing degrees in English education are likely to become candidates for teaching positions that include advising student newspaper staffs. English education majors should be encouraged to prepare themselves for this possibility by taking college journalism courses, with the goal of earning major or minor certification in journalism.

The English education curriculum should stress writing skills, both helping teacher candidates improve their own writing skills and providing them instruction in how to teach writing. The English education major's training also should include instruction concerning school organization, helping teacher candidates become more aware of the impact of the school's philosophy, the community's mores, and the operational approach of the school administration on the individual classroom teacher.

Journalism training programs

Colleges and universities that offer programs leading to teaching certification in journalism should structure a core of courses required for certification, including journalistic writing, editing, design, advertising, and press law. Due to the limited number of students in most journalism education programs, it is unlikely that the journalism training program could include a special course in each of the designated areas designed specifically for potential high school journalism teachers and publication advisers. Consequently, it is essential that the journalism education program include a course in the methods of teaching journalism and advising publications in the secondary school. Such a course would enable those concerned with journalism at the secondary education level to adapt the information they gained in other journalism courses to the high school situation. This course also would provide the opportunity for discussion of issues of specific concern to high school newspaper advisers.

School administrators

Based on the evaluations of the advisers, it is important for the school administrators involved in hiring newspaper advisers to look beyond the candidate's teaching certification and grades in college. School administrators should strive to hire as an adviser an individual who has personal writing

ability, who is well organized, who is energetic, and who is assertive.

Recommendations for Further Study

This study left several questions that could be the subject for further investigation.

1. Is the quality of the newspaper affected by the journalistic training of the adviser?

2. What are the main causes of conflicts between advisers and school administrators? How could these conflicts be most effectively handled by advisers?

3. What are the main causes of conflicts between advisers and student staffs? How could these conflicts be most effectively handled by advisers?

4. If principals indicate that certification in journalism is important for newspaper advisers, do they actually use that as a criterion in hiring newspaper advisers?

5. Of those advisers who had training in journalism, what components of that training were the most useful? What portions did they find to be least useful?

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